Developing "Bag-ladies" and other adult ESOL professionals

Centennial Education Center: A Case Study

Presented by Susan Gaer
for TESOL 2001
February 28, 2001

Telephone (714)564-5016   Email:sgaer@yahoo.com

A LITTLE THEORY

There are three powerful ideas altering the shape of staff development:
>Results driven education
>Systems thinking
>Constructivism

Results Driven Education

Starts off with an end product and then develops the steps to get to that end.

>For example: A teacher wants to develop a student publication. What are the steps to develop the publication?

Systems Thinking

A framework for seeing relationships between things and seeing patterns of change
What does this mean?
"We go through a process not unlike what someone goes through to become a concert pianist. Very few people start out playing Mozart. You start out by playing something simple, like the scales. At each level we start with a degree of complexity, just within the bounds of our conscious ability or our normal awareness to grasp."
---Peter Senge: http://www.sol-ne.org/res/kr/systhink.html

Constructivism

Learners create their own knowledge structures rather than receive them from others. Learners decide what they need to learn and go about the process of learning it.

For example: One learner wants to learn how to make a web page for instruction and another learner wants to learn how to make a web page for a job.

What do these theories mean?

- To help teachers use technology as a tool, these ideas are crucial.
- Computer literacy foundation is needed but is not the end all to training.
- Need a layered approach to training. One type of training will not fit all needs.

Literature Review
Written January 14, 2000

Introduction

The need for a change in the staff development practices in school systems has been well documented by many researchers and teachers. Staff development must not only help develop individual teachers skills but alter also "alter" the organizations and structures in which the individuals work. (Sparks and Hirsch, 1997). The debate in how to create an effective staff development program follows the same type of debate now central in the news and media on traditional vs. progressive and transformative practices.

Traditional education focuses on asking only questions, which there are definitive answers to. In a progressive system, the process is as important as the product. The actual answer is not as important as to how the answer was achieved. Transformative education seeks to find the context with which we see the answers to develop a deeper more meaningful learning. (Serim, 1999).

Sparks and Hirsch found that there are three powerful ideas altering the shape of staff development in the USA. These ideas are results-driven education, systems thinking, and constructivism. Results driven education starts off with an end product and then develops the steps to get to that end. Systems thinking developed by Senge (1990) is a framework for seeing relationships between things and seeing patterns of change Constructivism is where learners create their own knowledge structures rather than receive them from others.(Sparks and Hirsh, 1997).

Staff Development Models for Technology Integration

These ideas are crucial when developing a technology training program in order to help teachers use technology as a tool instead as the object of the training. Certainly basic computer literacy skills are necessary in order to progress into using technology for higher order thinking skills. But should they be the only foundation and training a teacher has? As Glen Gurly found, there needs to be a layered approach to training. The first layer includes the foundation where basic skills are developed. Unfortunately, most traditionally based staff development programs continue to work at the foundation and don't move into the other layers of Preparation- preparing for integration, Intergration - demonstration and portfolio development, and Pinnacle- open forum and meaningful discussion.(June 1, 1998).

Another interesting model is the one developed by the Online Internet Institute (Serim 1999) or the Online Innovation Institute (Wolinsky 99) (www.oii.org). The model used here is the the Four Directions for Lifelong Learning. These directions include Collaboration and Communication, Exploration and Evaluation, Navigation and Research and Synthesis and Presentation. Different from the layered approach, which appears to be very linear, this approach is cyclical and consists of formal training, face to face training

along with mentoring and just in time support. This approach seems to be very close to the action research model.

How can teachers learn technology?

There are a variety of different approaches as stated above. The National Foundation for the Improvement of Education developed criteria for helping teacher develop continuous learning. Some of the criteria for good staff development include the goal of improving student learning, helping teachers learn about the diverse ways of learning, and providing adequate time for inquiry, reflection and mentoring (NIFE, 1996) .The literature concludes that once there is a foundation in computer literacy, the best approaches are action research groups (Fulton and Riel,1999) along with one on one mentoring. (Haas, 2000) both which are cyclical in nature.

Action Research Groups

With the new technologies available, networking is an absolutely necessary skill that most teachers have not developed for a means of staff development (Murray 1995). Using the inherent collaborative possibilities of the Internet, training can be conducted in a collaborative environment with peers who are interested in researching the same question. Software expertise will be developed naturally as teachers conduct their searches, interpret their findings and present their conclusions (McKenzie, 1998).

Reflection

Reflection is taking the time to think and revise one's own thinking individually or in groups. As Hicklin discovered, time to examine, reflect, study and challenge former ways of thinking about learning benefits students.

Mentoring

In order for teachers to develop constructivist, inquiry based learning in their classrooms, there must be a way for them to experience this in their training. The process must include implementation, reflection, evaluation and rewriting to build in improvements before the next implementation. Since most teachers have learned under the traditional method, it is important for teachers to have their first experience in a mentoring model. (Hass, 2000) so that scaffolding can occur.

Conclusions

The literature demonstrates the need for change in the way our staff development programs are developed. Rather than formal workshops which emphasize information giving and receiving, teachers must develop expertise in infusing technology in the

classroom. Although there should be formal classes for computer literacy; more time needs to be spent on inquiry, reflection, and mentoring for all educators (Hicklin, 1998)

References

Some of these references may no longer be accurate. However, all of these references were accurate on the date they are listed as retrieved.

Fulton,K and Riel, M.(Spring 1999)*Professional Development Through Learning Communities.* The George Lucas Educational Foundation, Edutopia. Retrieved February 16, 2001from the World Wide Web: http://glef.org/FMPro?-DB=articles1.fp5&-format=articles.html&-lay=layout%20%231&Linking%20Relation==Art_481&-find

Gurley, Glenn.(June 1, 1998) *The Layered Approach: Gaston County School Systems's Comprehensive Staff Development Plan.* Retrieved February 16, 2001from the World Wide Web: http://www.teachers-connect.net/cc/97-98/layered.htm

Hammond-Darling, Linda. (Spring 1999)*Teacher Learning That Supports Student Learning.* The George Lucas Educational Foundation, Edutopia.Retrieved February 16, 2001from the World Wide Web: http://glef.org/FMPro?-DB=articles1.fp5&-format=articles.html&-lay=layout%20%231&Linking%20Relation==Art_478&-find

Hicklin, Billie. (June, 1998) *Professional Development that Teachers Want; Students Need.* Teachers-Connect Journal. Retrieved Februrary 16, 2001from the World Wide Web:http://www.teachers-connect.net/cc/97-98/profdevbh.htm

Killion, Joellen. (Dec/Jan 2000)*Exemplary schools model quuality staff development.* Results.
Retrieved February 16, 2001 from the World Wide Web:
http://www.nsdc.org/library/results/res12-99kill.html

McKenzie, James.(1998) *Secrets of Success: Professional Development that Works.* eSchool News.
Retrieved February 5, 2001 from the World Wide Web:
http://staffdevelop.org/secrets.html

Murray, Janet.(1995) *Training is for Dogs: Teachers Teach; Teachers Learn.* COSN-FARNET Conclusions.
Retrieved Februrary 16, 2001from the World Wide Web:http://www.teleport.com/~janetm/inet95.html.

National Foundation for the Improvement of Education (1996) *Teachers take Charge of Their Learning.* Prepared by Judith Renyi. Retrieved February 4, 2001 from the World Wide Web: http://nfie.org/publications/takecharge_full.htm

Serim, Ferdi.(Spring 99)*Uncommon Sense: Educators Reinventing the Profession from the Inside Out.* The George Lucas Educational Foundation, Edutopia.Retrieved February 15 2001 from the World Wide Web: http://glef.org/FMPro?-DB=articles1.fp5&-format=articles.html&-lay=layout%20%231&Linking%20Relation==Art_489&-find

Sparks, D. (Dec/Jan. 2000)*Winning schools demonstrate value of staff development.* Results
Retrieved February 16, 2001 from the World Wide Web:
http://www.nsdc.org/library/results/res12-99spar.html

Sparks, Dennis. (March 1999) *How can schools make time for teacher learning?* Results.
Retrived January 14, 2000 from the World Wide Web:
http://www.nsdc.org/library/results/res3-99learning.html

Sparks, D. and Hirsh, S.(1997). *A New Vision for Staff Development* , Association for Supervision and Curriculum.
Retrieved February 16, 2001 from the World Wide Web:
http://www.ascd.org/readingroom/books/sparks97book.html#chap1

Wolinsky, Art.(1999)*What Works in Staff Development.* Multimedia Schools.
Retrieved February 16 , 2001 from the World Wide
Web:http://www.infotoday.com/MMSchools/mar99/wolinsky.htm

For more information on Centennial Education's Technology Training visit:
http://www.sacollege.org/home/saccectt

For links to the literature review: http://hale.pepperdine.edu/~slgaer/lit.htm

Tentative Technology Workshop Schedule for Spring 2001 as of February 8

(*This replaces the schedule in your box in January*)

Date	Topic	Time	Room
Thursday January 18	Scanning	3:30-5:30	Resource Center
Tuesday January 30	Using the Smart Board	3:30-5:30	Room A-107
Thursday March 8	Hooking a PC laptop to a TV	3:30-5:30	Room D-112
Friday March 9	Using the Smart Board	1pm-3pm	Room A-107
Tuesday April 3	Using the Digital Camera	3:30-5:30	Resource Center
Friday April 27	Using the Digital Camera	1pm-3pm	Resource Center
Thursday April 26	Using the Smart Board	3:30-5:30	Room A-107
Tuesday May 1	Using the Digital Camera	3:30-5:30	Resource Center
Friday May 11	Beginning PowerPoint	2-4pm	D112
Tuesday May 15	Making a web page using free online editors	2-4pm	D112

Workshop Descriptions

Scanning: Learn how to scan photos in the Resource Center. Come to the workshop with a photo that you would like to scan and learn what you and your students can do with a scanner.

Using the Smart Board: Learn how to use one of CEC's most exciting new technologies. A Smart Board is an electronic white board that can not only display your computer screen, but also allow you to annotate as well. It also functions as a touch screen to help lower level literacy students. There is a

Smart Board in Room A-107, which can be reserved for use by any SAC SCE teacher. Currently Smart Boards are located in Rooms D-109, D-110, D-111, D-112 and A-107.

Hooking a PC Laptop to a TV: This workshop will give you hands on training in hooking up one of our PC laptops to a TV for whole class display. This is especially good for teachers who have no computers in their classroom to use technology with their students. CDROMS will be demonstrated as well that would be particularly applicable with this set up.

Using the Digital Camera: Get hands on experience using a variety of digital cameras that are available for teachers to use in their classrooms. You will also get lesson ideas for using this technology with your students.

How to sign up for a workshop

1) Call Susan Gaer at (714) 564-5016 or e-mail Susan at gaer_susan @rsccd.org, or fill out the paper and place it in my mailbox # 4

Please do not forget what workshops you sign up for. If there are no shows, my time is not well spent.

------------------------------Cut here----------------------------

Workshop Reservation Form

Name_____

E-mail_____   PLEASE PRINT CLEARLY

Telephone: (   )_____

Workshop title:_____

Date:_____ Time:_____

Note: if you cannot attend a workshop that you signed up for, please call Susan in advance to cancel. Workshops with fewer than two participants will be cancelled.

Become a technology mentor

Do you like using technology? Do you want to share technology with your students? Do you want to help other teachers with technology? Become a technology mentor. We are currently recruiting teachers who would like to share the joy of technology with other teachers.

Mentors work with teachers both in and out of the classroom. Mentors are paid $250 for each mentee. We ask that each mentor have five meetings with their mentee with at least two of those meetings in the classroom. We will match you up with someone that is available when you are free.

Technology mentoring does not require that you have access to computers in your classroom. Susan will work with you and show you how to use our portable technology that can be taken off site. It requires that you understand and use technology and have a desire to work with your students in using technology. We are especially interested in having mentors that are at Santa Ana High School, Valley and Spurgeon.

If you are interested in being a technology mentor, please fill out the form and put it in Susan Gaer's Mailbox #4 by Feb 1. If you have any questions or need clarification about this unique staff development opportunity, please call Susan Gaer at X5016,
--------------------------------------snip here--

Yes I want to be a mentor! Sign me up!

Name_____ **Home Phone**_____

Teaching Site: _____ **E-mail** _____

Subject (choose areas that you teach in)
ESL   ABE   High School Subjects   Vocational
Business
Times and Days you teach _____

Times available to mentor:_____

Become a technology mentee

Do you like using technology? Do you want to share technology with your students? Become a mentee. As a mentee, you will receive training with a mentor that lasts at least five sessions. Three sessions you will meet one on one and for two sessions, the mentor will team teach with you in the classroom.

If you are interested in being a technology mentee, please fill out the form and put it in Susan Gaer's Mailbox #4 by Feb 1. If you have any questions or need clarification about this unique staff development opportunity, please call Susan Gaer at X5016,
---------------------------------------snip here---

Yes I want to be a mentee! Sign me up!

Name_____ **Home Phone**_____

Teaching Site: _____ **E-mail** _____

Subject (choose areas that you teach in)
ESL   ABE   High School Subjects   Vocational Business
Times and Days you teach _____

Times available to meet with mentor:_____